REVISED 3/24/05

2004-2005 No Child Left Behind - Blue Ribbon Schools Program

U.S. Department of Education

Cover Sheet

Type of School: X Elementary __ Middle __ High __ K-12

Name of Principal Mrs. Orene Lea
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name Chesbrough Elementary
(As it should appear in the official records)

School Mailing Address 68495 Hwy. 1054
(If address is P.O. Box, also include street address)

Kentwood LA 70444-6911
City State Zip Code+4 (9 digits total)

County Tangipahoa School Code Number* 053004

Telephone (985) 229-6377 Fax (985) 229-7234

Website/URL www.tangischools.org E-mail orene.lea@tangischools.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

_____ Date_____
(Principal's Signature)

Name of Superintendent* Mr. Louis Joseph
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Tangipahoa Tel. (985) 748-2502

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(Superintendent's Signature)

Name of School Board
President/Chairperson Mr. Leonard Genco
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

_____ Date_____
(School Board President's/Chairperson's Signature)

**Private Schools: If the information requested is not applicable, write N/A in the space.*

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)

2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.

3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.

4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award.*

5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.

6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.

7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.

8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:
   - 21 Elementary schools
   - 6 Middle schools
   - ___ Junior high schools
   - 8 High schools
   - 0 Other
   - 35 TOTAL

2. District Per Pupil Expenditure: $7,311

   Average State Per Pupil Expenditure: $6,906

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

   [ ] Urban or large central city
   [ ] Suburban school with characteristics typical of an urban area
   [ ] Suburban
   [ ] Small city or town in a rural area
   [X] Rural

4. 3 Number of years the principal has been in her/his position at this school.

   N/A If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
PreK	6	14	**20**		**7**			
K	34	29	**63**		**8**			
1	31	31	**62**		**9**			
2	26	24	**50**		**10**			
3	25	32	**57**		**11**			
4	27	27	**54**		**12**			
5	31	24	**55**		**Other**			
6	31	23	**54**					
		TOTAL STUDENTS IN THE APPLYING SCHOOL →						**415**

6. Racial/ethnic composition of the students in the school:

73	% White
26	% Black or African American
1	% Hispanic or Latino
0	% Asian/Pacific Islander
0	% American Indian/Alaskan Native
100%	**Total**

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 20 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred ***to*** the school after October 1 until the end of the year.	36
(2)	Number of students who transferred ***from*** the school after October 1 until the end of the year.	45
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	81
(4)	Total number of students in the school as of October 1	408
(5)	Subtotal in row (3) divided by total in row (4)	0.2 *
(6)	Amount in row (5) multiplied by 100	20

*Number rounded to nearest tenth

8. Limited English Proficient students in the school: 1 %
4 Total Number Limited English Proficient

Number of languages represented: 1
Specify languages: Spanish

9. **Students eligible for free/reduced-priced meals: 81 %

Total number students who qualify: 331

** Data from 2003-2004 school year

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: __14___%
__57____Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

__0_Autism	__2_Orthopedic Impairment
__0_Deafness	__6_Other Health Impaired
__0_Deaf-Blindness	_29_Specific Learning Disability
__0_Emotional Disturbance	_17_Speech or Language Impairment
__0_Hearing Impairment	__0_Traumatic Brain Injury
__1_Mental Retardation	__1_Visual Impairment Including Blindness
__1_Multiple Disabilities	

11. Indicate number of full-time and part-time staff members in each of the categories below:

	Number of Staff	
	Full-time	**Part-Time**
Administrator(s)	___1___	_____
Classroom teachers	___25__	_____
Special resource teachers/specialists	____0__	_____
Paraprofessionals	____6__	_____
Support staff	___19__	_____
Total number	___51__	_____

12. Average school student-"classroom teacher" ratio: __17:1_

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95%	93%	94%	94%	95%
Daily teacher attendance	93%	93%	94%	93%	90%
Teacher turnover rate	4%	4%	5%	5%	5%

PART III - SUMMARY

Chesbrough Elementary is a rural school in Tangipahoa Parish, located in Kentwood, a small community in southeast Louisiana. The original school was grades kindergarten through twelve and held its first classes in November of l903, but with consolidation now educates grades pre-kindergarten through sixth grade. As part of our school's vision, we believe that given the opportunity, all of our children can learn regardless of the diverse backgrounds they bring forth to school. Diversity makes learning more challenging and fun at our school! At Chesbrough, we work as a team of teachers, parents, and students working together to achieve our mission statement of "Think High! Reach High!"

Chesbrough Elementary received the label from the Louisiana State Department of Education for "Recognized Academic Growth" during the 2002-2003 school year and for "Exemplary Academic Growth" during the 2003-2004 school year. These recognitions included monetary rewards that were utilized to purchase instructional materials including, but not limited to, the *Accelerated Math* program in order to increase student achievement on state mandated tests. Chesbrough has also received a "School Performance Score" of two stars, which we consider a remarkable achievement considering that we are a rural, high poverty area with 81% of our students qualifying for free or reduced lunch.

Our school consists of twenty-five certified teachers and six paraprofessionals to assist with instruction. Our office personnel consists of one administrator and one school secretary. The custodial staff consists of two full-time custodians, and one full-time support staff member that works as part-time custodian and part-time cafeteria monitor. One manager, one billing clerk, and three cooks staff the cafeteria. Our students are safely transported to school by ten bus drivers.

Our school cultivates a strong link between the school, home, and community as a focus of our School Improvement Plan. Throughout the year, our faculty, staff, and support personnel provide a multitude of parental involvement activities that support these efforts to maintain a positive learning environment with the assistance of a strong, active Parent Teacher Association. Events that extend beyond the classroom held throughout the year include: Family Literacy Night, Family *LEAP* (Louisiana Educational Assessment Program) Night, Family Math and Technology Night, Open House, Thanksgiving Parent Luncheon, Grandparents' Luncheon, Christmas Program, 100th Day of School Celebration, and a Spring Fling.

Members of our P.T.A. are on campus daily, planning and carrying out numerous activities throughout the year. Activities initiated by the P.T.A. include monthly meetings to award students for improved and outstanding academic achievement, P.T.A. newsletters to inform parents of school events/activities being held, and fund raisers to provide funds for the school's needs. Most recently, this group was instrumental in raising the necessary funding to purchase $35,500.00 worth of much needed playground equipment at the school.

Our philosophy at Chesbrough Elementary School is to bring all students into the educational mainstream by the end of elementary school so they can perform at a level appropriate to their age group. In an attempt to reach this goal, the Holistic approach to learning is implemented. Our faculty, while working within the restraints of the budget, utilizes the best techniques and strategies available to help students maximize their potential. We strive to lead each student to a realization, understanding, and appreciation of himself/herself as a unique individual with special talents, characteristics, capabilities, and learning styles.

An effort is made to provide opportunities to meet the diverse needs of individual students through auditory, visual, kinesthetic, and tactile learning styles. Through the integration of our learning styles philosophy of teaching, our plan for improving student achievement, and the Title I Schoolwide Program, it is our belief that each child will attain the skills necessary to compete in today's world. We strive to develop within each child the ability to recognize and accept the diverseness and uniqueness of all individuals. It is our belief that students entrusted to us will become responsible citizens who will be able to adapt to an ever-changing world. Our faculty works to integrate technology into the classroom through the use of computers, digital cameras, scanners, and other forms of technological equipment. Chesbrough Elementary's mission is to have all students at our school, "Think High! Reach High!"

PART IV – INDICATORS OF ACADEMIC SUCCESS

School's Assessment Results in Reading and Math

1. In the fall of 2004, Chesbrough Elementary was recognized as a school of "Exemplary Academic Growth" by the state of Louisiana due to the increase of 18.3 points in the School Performance Score (SPS). The SPS is based on an accountability formula in which our fourth grade students are required to take the *LEAP 21* test, and the scores count for 60%. Third, fifth, and sixth grade students are required to take the *Iowa Tests of Basic Skills* (*ITBS*) which count for 30%. The overall school attendance (for grades pre-kindergarten through sixth) counts for 10% of the SPS. More information on this can be found at the state's website www.louisianaschools.net. Based on our academic growth, our school has received monetary rewards from the state for the past two years.

The school assessment data from the *LEAP 21* (4th grade) shows a dramatic decrease in students who score below *Basic* on the assessment. Students in grades 3, 5, and 6 are assessed with the *ITBS* norm-referenced test. During the past two years, students in these grades have scored above the parish and state averages, with the exception of grade 5, who tied the state average two years ago. In the spring of 2004, students in grades 3, 5, and 6 surpassed the national percentile rank as compared to performance of the typical student in the nation. We believe this improvement in test scores is due to the team-oriented approach that we use at Chesbrough. As a faculty, we analyze our school's test scores and make a chart of weaknesses and strengths in each academic area. We meet and collaborate together in grade levels to target the skills and brainstorm strategies needed to improve student learning. For example, reading comprehension and vocabulary were two of our weaker areas that were addressed through the use of the Accelerated Reader Program. Teachers also use the assessment results to determine the eligibility of at-risk students (students who scored at or below the 30th percentile on the ITBS and/or report card grades). These students are offered an extended school day program in grades kindergarten through third as another means of improving student learning in language arts and math.

Our fourth graders in Louisiana are required to take a criterion-referenced test called *Louisiana Educational Assessment Program (LEAP)*. This is a test that is designed to measure the student's academic achievement based on the state content standards. The *LEAP* test measures the student's knowledge in English Language Arts, math, social studies, and science. The student's promotion to the next grade depends on the results of this test. The test has five levels of achievement: *Advanced*, *Mastery*, *Basic*, *Approaching Basic*, and *Unsatisfactory*. At-risk students (students who scored at or below the 30th percentile on the ITBS in grade 3) are targeted at the beginning of the year and are offered after-school tutoring on *LEAP* skills. The teachers use the test results to target specific skills which need to be addressed and design activities and lessons to address these specific skills.

Beginning in the 2003- 2004 school year, the students were required to score *Basic* or above in at least one of the two areas (Language Arts or Math). If any student fails to meet these criteria or scores *Unsatisfactory* in either of these two sections of the test, they are retained in the 4th grade. These students have an opportunity to take summer remediation classes. At the end of the summer session, these students are able to retake the part of the test in which they were unsuccessful. If the student passes the test at this time, they are then promoted to the next grade if all other promotional requirements are met. The most recent results regarding the *LEAP* scores have shown that our students at Chesbrough have scored higher than the state averages in all areas. The majority of our 4th grade students scored *Basic* or above in the following areas: 74% in English Language Arts, 71% in math, 73% in science, and 75% in social studies.

How the school uses assessment data

2. Upon receiving spring test results, our faculty analyzes the results and identifies strengths and weaknesses of the students and the instructional strategies used. We determine if goals set for the year were met. Our administrator, as well as teachers, uses the data to prioritize needs, plan changes in the curriculum, and modify teaching techniques and strategies to address individual students' academic weaknesses and build upon students' strengths.

At the beginning of each school year, assessment data is used to establish goals, identify trends, and to update and revise the School Improvement Plan. Each grade level also devises an action plan to provide academic interventions for the year. Specific "target skills" are identified at each subject area, and strategies are developed to improve the skills targeted according to the assessment data.

We hold grade level meetings twice each six weeks, as well as, meet a half-day per semester for staff development to identify and target areas of weakness. In these meetings, an on-going plan of improvement for use throughout the year is developed. Our school also provides extended day and extended year instruction for at-risk students. We also provide computer lab instruction for all students to strengthen and enrich academic skills.

The following steps are taken to use assessment data to understand and improve student and school performances: 1.) test data analyzed; 2.) strengths and weaknesses identified; 3.) needs prioritized; 4.) action plan devised with strategies and academic interventions included.

How school communicates student performance

3. At our school, student performance, including assessment data, is communicated to parents, students, and the community on a six weeks basis. Our school holds parent/teacher conferences as needed to discuss on-going student performance. Progress reports are sent each mid-six weeks to parents in order to alert them of any potential problem areas before the end of the six weeks' grading period when the report cards are issued. The local newspaper publishes our school's Honor Roll and Principal's Achievement list in order to provide the community with data about our students. Students take home graded papers for parent signatures throughout each six weeks. The Parent Teacher Association holds meetings once each six weeks to award "Most Improved" and "Most Outstanding" student performance in each classroom. These P.T.A. meetings also enable designated grade levels to showcase what they have been learning throughout the school year to parents and interested community persons. Once per year, our school holds an Open House inviting all parents to attend to meet the faculty and staff, as well as, to view their child's classroom. Teachers and the administrator frequently make phone calls to parents, and hold parent conferences to discuss any problems or progress concerning their child. Workshops are held at night each six weeks during the school year for parents and students to provide numerous strategies to improve students' academic achievement and school performance on state mandated tests. For example, our school holds a Family Literacy Night, Family *LEAP* Night, and Family Math & Technology Night when parents are given sample activities to allow them to work with their child at home. This also helps them to know what is expected of their child at school. At the end of the school year, copies of state mandated test results are mailed to parents along with a final report card to provide parents with information on how their child performed academically for the school year. The state department issues a school report card for parents once per year to provide the parents, students, and community with the school's progress in several areas for the year as well.

How school has shared its successes with other schools

4. Chesbrough Elementary has shared our ideas and strategies for student learning with other teachers and will continue to share our successes with the other schools in our community and parish. We work together with Southeastern Louisiana University by serving as a community partner in providing an opportunity for education majors to observe teachers at our school. Teachers at Chesbrough have also supervised student teachers. Teachers have presented at local, parish, state, and regional conferences. At parish workshops, we network with other teachers in our parish. We collaborate with teachers from our feeder school on test taking strategies, techniques on improving test scores, and implementation of language arts and math targeted skills. The state department personnel has visited our school on several occasions to monitor various programs that we have implemented, such as our "Reading Buddy" program and our pre-k early intervention program. The superintendent and other district personnel frequently visit and provide us with an opportunity to share our successes. The local newspaper, television, and radio

stations also take part in sharing our successes. The school's web page provides general information on the school as well as important information on each grade level. This web page also allows for parents to communicate with their child's teacher through e-mail. The Tangipahoa Parish School System website provides a wealth of resources including links that share success stories of schools throughout our parish. Our P.T.A. newsletter is distributed every six weeks, containing stories and photos of students and teachers who have demonstrated success.

PART V – CURRICULUM AND INSTRUCTION

The school's curriculum

1. Chesbrough Elementary School offers students programs that exceed beyond the state and district curriculum. Our faculty recognizes and values the instruction of basic skills for educational excellence; however, once mastery of these skills is established it is critical to guide students to the next level of learning. Bloom's Taxonomy of Learning provides our faculty with the foundation necessary for learning to occur. Students are encouraged to move beyond the levels of knowledge and comprehension; therefore, reaching the next levels of higher order and critical thinking skills.

- ✓ **Reading/Language Arts:** In grades pre-kindergarten through six, students are taught to read and write for a variety of purposes. The reading/language arts curriculum is aligned with the implementation of activities and programs that enhance student learning. *Accelerated Reader* is a program used throughout the school to increase skills in reading comprehension and vocabulary. *Write From the Beginning* is a writing program that we use to teach writing. *Daily Oral Language* is an activity completed with the class to improve writing skills. *Word of the Day* is an additional activity to strengthen vocabulary skills. The teacher shares literature with students on a daily basis through daily read-alouds. Students also have a designated time to read silently each day. Reading compacts are utilized throughout the school to encourage reading at home.
- ✓ **Mathematics:** Each teacher strives to create an interactive hands-on environment, which builds on the basic principles of math and helps students learn practical math applications to real world situations. Students concentrate on reasoning, understanding, problem-solving, and connecting ideas for meaning. Daily Dazzlers, Fact Friday, and *Accelerated Math* are a few of the instructional activities that drive our math curriculum.
- ✓ **Social Studies:** In the lower elementary grades, the social studies curriculum reflects the student's relationship with their family and community. *Thinking Maps* are used extensively to help students see the connections between themselves and their community. Individuals from the community are brought in on a regular basis to share their roles in society. In the upper elementary grades, current events are the focus of the curriculum. Newspapers (both local and state) and Weekly Readers are used weekly as a springboard to discuss current events. Students create *Thinking Maps* to organize and communicate the information they have learned.
- ✓ **Science:** The science curriculum at our school involves using the hands-on approach in order to enable students to "discover" science for themselves. The scientific method and the science process skills are emphasized through teacher demonstrations and student lab activities. To compensate for the lack of a science lab and equipment, teachers write mini-grants to fund and acquire the materials needed for science instruction.

- ✓ **Music & Art:** These two areas are integrated throughout the various academic subjects. They are incorporated on a weekly basis in many subjects through the use of *Thinking Maps* and *Write From the Beginning*. In addition, special holiday and other schoolwide activities, such as the parish fair and Spring Fling, allow students to showcase their talents.
- ✓ **Physical Education:** Our students have the opportunity to participate in daily physical activities such as basketball, kickball, football, jump rope, tetherball, and strength training. Approximately $35,500 in playground equipment was installed for the students to use during P.E. and recess in order to encourage physical fitness.

School's Reading Curriculum

2A. (Elementary Schools)

The philosophy on reading at Chesbrough Elementary is to build life-long readers through immersing the children in literature. The reading curriculum at Chesbrough Elementary is based on many techniques and strategies implemented to encourage children to enjoy reading. *Accelerated Reader (AR)* is a major part of our School Improvement Plan (SIP). *AR* is used to motivate students to read. Each six weeks a winning team, king, and queen are chosen for each classroom. The winners are treated to an ice cream party with the principal. All students, regardless of whether or not they were on the "winning" team, receive dog tags to recognize their hard work in reading. To supplement our *AR* program, several teachers wrote a school-wide grant that pairs our older students with our younger students as "reading buddies". The buddies are assigned to each other for an academic year. They meet on a weekly basis where they interact and read to one another. Throughout the year "reading buddies" are recognized on bulletin boards, in the school newsletter, and our local newspaper. Another school wide strategy in the SIP is the daily D.E.A.R. time (Drop Everything and Read), which allows students uninterrupted reading time. In addition, each teacher shares at least one read-aloud each day with their class. Early literacy intervention is a focus of our school. Our pre-school students are introduced to reading through the *Creative Curriculum*. They also work with other literacy programs such as *Leap Frog* and *Jump Start*. Students in grades K-3 are taught using the strategies of guided reading. In addition, teachers in grades K-3 use word walls while teachers in grades 4-6 use word of the day to strengthen and increase vocabulary. The Scott Foresman reading program is used to supplement the reading curriculum.

School's Math Curriculum

3. The second major focus of our School Improvement Plan is mathematics. Through a variety of activities our school has focused on improving student achievement in this curriculum area. The Addison-Wesley Math textbook supplements the math curriculum. The *Louisiana Guide to Statewide Assessment* and the *Louisiana Content Standards & Benchmarks* were used to rework our school math curriculum in order to assure that the skills taught in the classroom were consistent with the skills tested on the state and national standardized test given in the spring. Long-range plans, NCTM standards-based lessons, and activities were developed by the math teachers for each strand. Hands-on lessons with manipulatives are incorporated along with technology-based activities to encourage critical thinking and problem-solving skills that will enable them to be successful in life. Teachers use "daily dazzler" transparencies with word problems and other math skills such as graphs, patterns, number sense, etc., which focus on areas in each of the math strands. *Accelerated Math (AM)* has also been added to our curriculum. Once a teacher introduces a concept, the *AM* software allows students to practice the skills on their level. This program is an individualized progressive program that allows students to be

successful in math. The school computer lab is also utilized to reinforce and strengthen math skills. Students use the computers to access programs such as *Skills Tutor, Compass, Know Zone*, and *Louisiana Pass*. Teachers are able to print reports in order to monitor student performance to see which skills need to be re-taught. Our school hosts a Family Math & Technology Night annually to help parents understand skills taught in class and provide them with activities/websites to assist their child at home.

Instructional Methods

4. Teachers at Chesbrough Elementary recognize all students do not learn in the same way. Therefore, a variety of instructional methods are used in order to reach all students. Our instructional motto is: "Children learn 10% of what they read; 20% of what they hear; 30% of what they see; 50% of what they both see and hear; 70% of what they say and talk; 90% of what they say as they do a thing; 95% of what they teach someone else." (Ekwall and Shanker, 1988; William Glaner, 1990) Instructional methods are designed to accommodate individual differences and reach all students through VAKT (visual, auditory, kinesthetic, and tactile) techniques. Methods include whole group, as well as, small group instruction. Teachers monitor and group students according to their strengths and weaknesses in order to target specific skills. Peer tutors are used throughout the school because research has shown that students learn more when they can teach what they know to someone else. Our school incorporates technology through the use of classroom computers and the school computer lab. Each classroom is equipped with at least one computer, television, scan converter, and Internet access. This allows our teachers to create and use PowerPoint presentations, educational websites, and various computer software such as *Graph Club, The Ultimate Writing Center*, etc., for instruction. In addition teachers plan technology projects that correlate with the curriculum for students to complete. These projects are done by students individually and in groups. These technology projects motivate our students to become involved in learning.

Professional Development

5. Chesbrough Elementary believes that professional development is an integral part of improving academic achievement; and therefore, emphasizes continued professional development. At Chesbrough Elementary, we believe in the team approach (Together Everyone Achieves More). The team approach involves everyone (teachers, parents, students) working together toward our common goal which is improving student learning. Therefore, as teachers, we must develop ourselves professionally so that we can be the best teachers and in turn educate the other members of our team. Two teachers on the staff at Chesbrough Elementary are currently working toward their national certification. Three other teachers are presently enrolled in university graduate courses and are working toward an advanced degree.

A staff development committee, consisting of the administrator and teachers, plans the focus of the professional development activities for the faculty. By concentrating our professional development into three areas (technology, reading and math), we feel that we have a focused goal for improving student learning.

Technology is motivational to the students and engages every child in learning. In order to improve our reading and math scores, our professional development has focused on two research-based software programs, which are Accelerated Reader (AR) and Accelerated Math (AM) across all grade levels. As a result of these two programs, we have seen a consistent improvement in reading and math scores. Teachers participate in state, regional, and national conferences. Information that is learned from these conferences is shared with the rest of the

faculty in order to improve teaching techniques and strategies. Our parish conducts an intensive, beginning level five-day technology training (Tangi Tech Institute) where teachers learn how to integrate technology into the classroom. All of our teachers have completed this level of the training. Our parish has recently added an advanced level of the training. Seven teachers have completed this level. In addition, three teachers and the administrator are enrolled in an online blackboard course for handheld PCs. Our school will pilot a project next school year where we will have a set of 30 handheld PCs that will be used to increase student achievement through the use of activities designed in various subject areas. Our school was the first in our parish to acquire an ActivBoard (interactive whiteboard) that enables the teacher to be more of a facilitator for learning. Teachers have used the *Thinking Maps* software and the *Write from the Beginning* program which has helped to improve our scores in language arts, science and social studies.

PART VII - ASSESSMENT RESULTS - Public Schools

STATE CRITERION-REFERENCED TESTS

Subject: Language Arts Grade: 4 Test: Louisiana Educational Assessment Program for the 21st Century (LEAP 21)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	2004	2003	2002	2001	2000
Publisher	State of Louisiana	State of Louisiana	State of Louisiana	State of Louisiana	State of Louisiana
SCHOOL SCORES					
% At or Above Basic	75	56	36	67	40
% At or Above Proficient	23	16	9	14	7
% At Advanced	5	0	2	0	0
Number of students tested	61	50	60	58	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1. African American (specify subgroup)					
% At or Above Basic	69	39	31	54	27
% At or Above Proficient	6	11	4	0	3
% At Advanced	0	0	0	0	0
Number of students tested	16	18	26	13	29
2. White (specify subgroup)					
% At or Above Basic	78	68	38	71	49
% At or Above Proficient	29	19	12	18	11
% At Advanced	7	0	3	0	0
Number of students tested	45	31	34	45	37
3. Students without Disabilities (specify subgroup)					
% At or Above Basic	80	69	42	65	43
% At or Above Proficient	26	21	10	14	9
% At Advanced	6	0	2	0	0
Number of students tested	55	39	50	49	58
4. Students with Disabilities (specify subgroup)					
% At or Above Basic	*	9	0	78	22
% At or Above Proficient	*	0	0	11	0
% At Advanced	*	0	0	0	0
Number of students tested	*	11	10	9	9
5. Economically Disadvantaged (specify subgroup)					
% At or Above Basic	78	52	***	***	***
% At or Above Proficient	22	10	***	***	***
% At Advanced	4	0	***	***	***
Number of students tested	51	42	***	***	***
6. Non-Econom. Disadvantaged (specify subgroup)					
% At or Above Basic	60	*	***	***	***
% At or Above Proficient	30	*	***	***	***
% At Advanced	10	*	***	***	***
Number of students tested	10	*	***	***	***
7. Male (specify subgroup)					
% At or Above Basic	69	50	25	62	29
% At or Above Proficient	13	8	6	18	6
% At Advanced	6	0	0	0	0
Number of students tested	32	26	32	34	31

8.____Female_____(specify subgroup)					
% At or Above Basic	83	63	47	75	50
% At or Above Proficient	34	25	11	8	8
% At Advanced	3	0	4	0	0
Number of students tested	29	24	28	24	36
STATE SCORES					
% At or Above Basic	60	58	57	60	56
% At or Above Proficient	21	14	19	15	16
% At Advanced	3	1	3	1	2

* Not enough students to make a subgroup – According to Louisiana guidelines, there must be at least 10 students to obtain subgroup data.
*** Before 2003, subgroup data was only available based on gender and race

Subject: Math__ Grade: 4 Test: Louisiana Educational Assessment Program for the 21st Century (LEAP 21)

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	2004	2003	2002	2001	2000
Publisher	State of Louisiana	State of Louisiana	State of Louisiana	State of Louisiana	State of Louisiana
SCHOOL SCORES					
% At or Above Basic	71	62	32	41	31
% At or Above Proficient	20	16	4	7	9
% At Advanced	3	2	2	0	0
Number of students tested	61	50	60	58	67
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.__African American_____ (specify subgroup)					
% At or Above Basic	75	56	31	31	21
% At or Above Proficient	13	0	0	0	7
% At Advanced	0	0	0	0	0
Number of students tested	16	18	26	13	29
2.____White_____(specify subgroup)					
% At or Above Basic	69	68	32	45	38
% At or Above Proficient	22	26	6	9	11
% At Advanced	4	3	3	0	0
Number of students tested	45	31	34	45	37
3._Students without Disabilities_ (specify subgroup)					
% At or Above Basic	75	72	36	45	32
% At or Above Proficient	22	21	4	8	10
% At Advanced	4	3	2	0	0
Number of students tested	55	39	50	49	58
4.__Students with Disabilities__(specify subgroup)					
% At or Above Basic	*	27	10	22	22
% At or Above Proficient	*	0	0	0	0
% At Advanced	*	0	0	0	0
Number of students tested	*	11	10	9	9
5._Economically Disadvantaged_(specify subgroup)					
% At or Above Basic	71	57		***	***
% At or Above Proficient	16	7	***	***	***
% At Advanced	2	0	***	***	***
Number of students tested	51	42	***	***	***

6. Non-Econom. Disadvantaged (specify subgroup)					
% At or Above Basic	70	*	***	***	***
% At or Above Proficient	40	*	***	***	***
% At Advanced	10	*	***	***	***
Number of students tested	10	*	***	***	***
7. Male (specify subgroup)					
% At or Above Basic	72	58	31	38	32
% At or Above Proficient	19	12	3	12	6
% At Advanced	3	4	3	0	0
Number of students tested	32	26	32	34	31
8. Female (specify subgroup)					
% At or Above Basic	69	67	33	46	30
% At or Above Proficient	21	21	4	0	11
% At Advanced	3	0	0	0	0
Number of students tested	29	24	28	24	36
STATE SCORES					
% At or Above Basic	53	57	51	53	49
% At or Above Proficient	15	16	13	13	12
% At Advanced	2	3	2	2	2

* Not enough students to make a subgroup – According to Louisiana guidelines, there must be at least 10 students to obtain subgroup data.
*** Before 2003, subgroup data was only available based on gender and race

STATE NORM-REFERENCED TESTS

Subject__Reading_____ Grade_3__ Test ____Iowa Tests of Basic Skills (ITBS)_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	Iowa '03/ copyright 2001	Iowa '03/ copyright 2001	Form M/ copyright 1996	Form M/ copyright 1996	Form M/ copyright 1996
Publisher	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing
SCHOOL SCORES					
Total Score	50	51	37	31	32
Number of students tested	49	65	44	55	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.___Female_____(specify subgroup)	48	54	38	40	27
Number of students tested	26	26	22	29	21
2.___Male_____(specify subgroup)	51	49	36	23	36
Number of students tested	23	39	22	26	32
3.___African American__(specify subgroup)	40	37	27	17	21
Number of students tested	9	18	18	24	14
4.___White_____(specify subgroup)	52	56	44	43	37
Number of students tested	40	47	26	31	39
5.___Free/Reduced_____(specify subgroup)	47	52	32	29	30
Number of students tested	36	44	32	48	42
6.___Paying_____(specify subgroup)	56	50	47	44	47
Number of students tested	13	21	12	7	10

Subject__Math_____ Grade_3__ Test ____Iowa Tests of Basic Skills (ITBS)_____

Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	Iowa '03/ copyright 2001	Iowa '03/ copyright 2001	Form M/ copyright 1996	Form M/ copyright 1996	Form M/ copyright 1996
Publisher	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing
SCHOOL SCORES					
Total Score	62	60	43	39	40
Number of students tested	49	65	44	55	53
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.___Female_____(specify subgroup)	60	61	43	38	26
Number of students tested	26	26	22	29	21
2.___Male_____(specify subgroup)	65	59	43	41	50
Number of students tested	23	39	22	26	32
3.___African American__(specify subgroup)	57	45	31	29	27
Number of students tested	9	18	18	24	14
4.___White_____(specify subgroup)	63	65	51	46	45
Number of students tested	40	47	26	31	39
5.___Free/Reduced_____(specify subgroup)	61	59	39	37	39
Number of students tested	36	44	32	48	42
6.___Paying_____(specify subgroup)	65	60	52	50	47
Number of students tested	13	21	12	7	10

Subject__Reading_____ Grade_5__ Test ____Iowa Tests of Basic Skills (ITBS)_____
Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	Iowa '03/ copyright 2001	Iowa '03/ copyright 2001	Form M/ copyright 1996	Form M/ copyright 1996	Form M/ copyright 1996
Publisher	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing
SCHOOL SCORES					
Total Score	52	46	41	35	45
Number of students tested	52	49	61	55	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.___Female_____(specify subgroup)	51	54	33	34	45
Number of students tested	23	25	28	32	30
2.___Male_____(specify subgroup)	54	40	48	36	45
Number of students tested	29	24	33	23	18
3.___African American__(specify subgroup)	43	27	19	24	34
Number of students tested	18	19	16	25	15
4.___White_____(specify subgroup)	58	60	49	44	49
Number of students tested	35	30	45	30	33
5.___Free/Reduced_____(specify subgroup)	56	40	33	33	43
Number of students tested	34	36	39	49	27
6.___Paying_____(specify subgroup)	67	65	53	56	48
Number of students tested	18	13	22	6	21

Subject__Math_____ Grade_5__ Test ____Iowa Tests of Basic Skills (ITBS)_____
Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	Iowa '03/ copyright 2001	Iowa '03/ copyright 2001	Form M/ copyright 1996	Form M/ copyright 1996	Form M/ copyright 1996
Publisher	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing
SCHOOL SCORES					
Total Score	51	50	45	39	46
Number of students tested	52	49	61	55	48
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.___Female_____(specify subgroup)	52	52	40	37	45
Number of students tested	23	25	28	32	30
2.___Male_____(specify subgroup)	50	48	49	43	48
Number of students tested	29	24	33	23	18
3.___African American__(specify subgroup)	43	35	25	34	33
Number of students tested	16	19	16	25	15
4.___White_____(specify subgroup)	57	59	53	43	51
Number of students tested	35	30	45	30	33
5.___Free/Reduced_____(specify subgroup)	45	46	37	38	38
Number of students tested	34	36	39	49	27
6.___Paying_____(specify subgroup)	62	62	58	53	56
Number of students tested	18	13	22	6	21

Subject__Reading_____ Grade_6__ Test ____Iowa Tests of Basic Skills (ITBS)_____
Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	Iowa '03/ copyright 2001	Iowa '03/ copyright 2001	Form M/ copyright 1996	Form M/ copyright 1996	Form M/ copyright 1996
Publisher	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing
SCHOOL SCORES					
Total Score	48	40	37	53	31
Number of students tested	55	64	57	49	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.___Female_____(specify subgroup)	47	34	35	55	29
Number of students tested	30	31	37	32	19
2.___Male_____(specify subgroup)	50	45	41	48	32
Number of students tested	25	33	20	17	28
3.___African American__(specify subgroup)	33	25	23	42	11
Number of students tested	20	14	20	12	16
4.___White_____(specify subgroup)	57	44	45	56	43
Number of students tested	35	50	37	37	31
5.___Free/Reduced_____(specify subgroup)	46	33	36	47	27
Number of students tested	37	40	44	29	33
6.___Paying_____(specify subgroup)	53	49	40	60	43
Number of students tested	18	24	13	20	14

Subject__Math_____ Grade_6__ Test ____Iowa Tests of Basic Skills (ITBS)_____
Scores are reported here as (check one): NCEs____ Scaled scores ____ Percentiles_X_

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing month	March	March	March	March	March
Edition/Publication Year	Iowa '03/ copyright 2001	Iowa '03/ copyright 2001	Form M/ copyright 1996	Form M/ copyright 1996	Form M/ copyright 1996
Publisher	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing	Riverside Publishing
SCHOOL SCORES					
Total Score	42	41	42	54	33
Number of students tested	55	64	57	49	47
Percent of total students tested	100	100	100	100	100
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0	0	0	0	0
SUBGROUP SCORES					
1.___Female_____(specify subgroup)	40	36	45	55	28
Number of students tested	30	31	37	32	19
2.___Male_____(specify subgroup)	45	45	35	51	37
Number of students tested	25	33	20	17	28
3.___African American__(specify subgroup)	29	29	34	47	14
Number of students tested	20	14	20	12	16
4.___White_____(specify subgroup)	49	44	46	56	44
Number of students tested	35	50	37	37	31
5.___Free/Reduced_____(specify subgroup)	42	32	43	46	31
Number of students tested	37	40	44	29	33
6.___Paying_____(specify subgroup)	42	55	42	64	40
Number of students tested	18	24	13	20	14